



A: Division: **Instruction** Date: **25 October 2001**

B: Department/
Program Area: **Faculty of Child, Family and
Community Studies
Youth Justice Worker** New Course Revision

If Revision, Section(s) Revised:

Date Last Revised:

C: **YJWD 300** **D:** **Group Dynamics and Activity Planning for the Youth** **E:** **3**
Justice Worker

Subject & Course No.

Descriptive Title

Semester Credits

F: Calendar Description: **This course will provide students with the basic knowledge and skills necessary for planning and running a variety of groups. Specific course objectives include the understanding of group roles and dynamics and an examination of both theory and application related to group counselling and activity planning for youth. Students will be expected to demonstrate competency in leading both counselling and activity groups. Course content will emphasize the needs of youth involved in the youth justice system.**

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:
Lecture/Practice 60 hours

Number of Contact Hours: (per week / semester for each descriptor)
4 hours

Number of Weeks per Semester:
15 weeks

H: Course Prerequisites:
YJWD 100, CYCC 220 or program permission

I: Course Corequisites:
None

J: Course for which this Course is a Prerequisite:
YJWD 340

K: Maximum Class Size:
30

L: PLEASE INDICATE: **Block Transfer Credit to UVIC, UCFV, Malaspina College**

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. **Demonstrate the skills and knowledge required to successfully lead a counselling or activity group.**
2. **Understand that groups progress through developmental stages and be able to describe the stages.**
3. **Describe the characteristic roles that group members may occupy and appropriate response to group members in those roles.**
4. **Recognize that the need of a group for structure and direction varies in accordance with its stage of development and respond appropriately.**
5. **Articulate the therapeutic potential of group counselling and recreational activities.**
6. **Plan, implement and evaluate counselling and recreational activity groups.**

N: Course Content

1. **Benefits of Groups**
 - **Efficiency/effectiveness**
 - **Potential for learning of transferable skills**
2. **Ethical considerations in working with groups**
 - **Psychological and physical safety**
 - **Trained leaders**
3. **Leadership styles and models**
 - **Co-leading groups**
 - **Mediating model**
4. **Stages of group development**
 - **Preparatory**
 - **Beginning**
 - **Storming (transition)**
 - **Work**
 - **Ending**
5. **Membership roles**
 - **Quiet member**
 - **Internal leader**
 - **Deviant member**
 - **Dominator**
 - **Defensive member**
 - **Distractor/Gatekeeper**

<p>N: continued</p> <p>6. Leadership skills</p> <ul style="list-style-type: none"> • Planning <ul style="list-style-type: none"> • Needs assessment • Cultural and developmental appropriateness • Developing objectives • Values congruity in recreation planning • Generating program solutions • Screening members • Explaining the group process and purpose • Engaging members/drawing out • Tone setting • Cutting off/limit setting • Holding, shifting or deepening the focus • Using rounds and dyads • Using and processing exercises and activities • Evaluating groups and activities <ul style="list-style-type: none"> • Process • Mid point • Summative <p>7. Therapeutic use of groups and activities</p> <ul style="list-style-type: none"> • Enhancing individual development • Whittaker's typology of individual variables • Using non-traditional activities • Play and art therapy
<p>O: Methods of Instruction</p> <p>Lecture/discussion</p> <p>Demonstration</p> <p>Group presentations</p>
<p>P: Textbooks and Materials to be Purchased by Students:</p> <p>To be determined</p>
<p>Q: Means of Assessment</p> <p>This course will conform to Douglas College Policy regarding the number and weighting of evaluations. This will include but not be limited to: written assignments, group presentations, and analysis of skill development.</p>

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR
Yes

Course Designer(s): **Doug Estergaard and Dave Burgess**

Education Council/Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar:

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